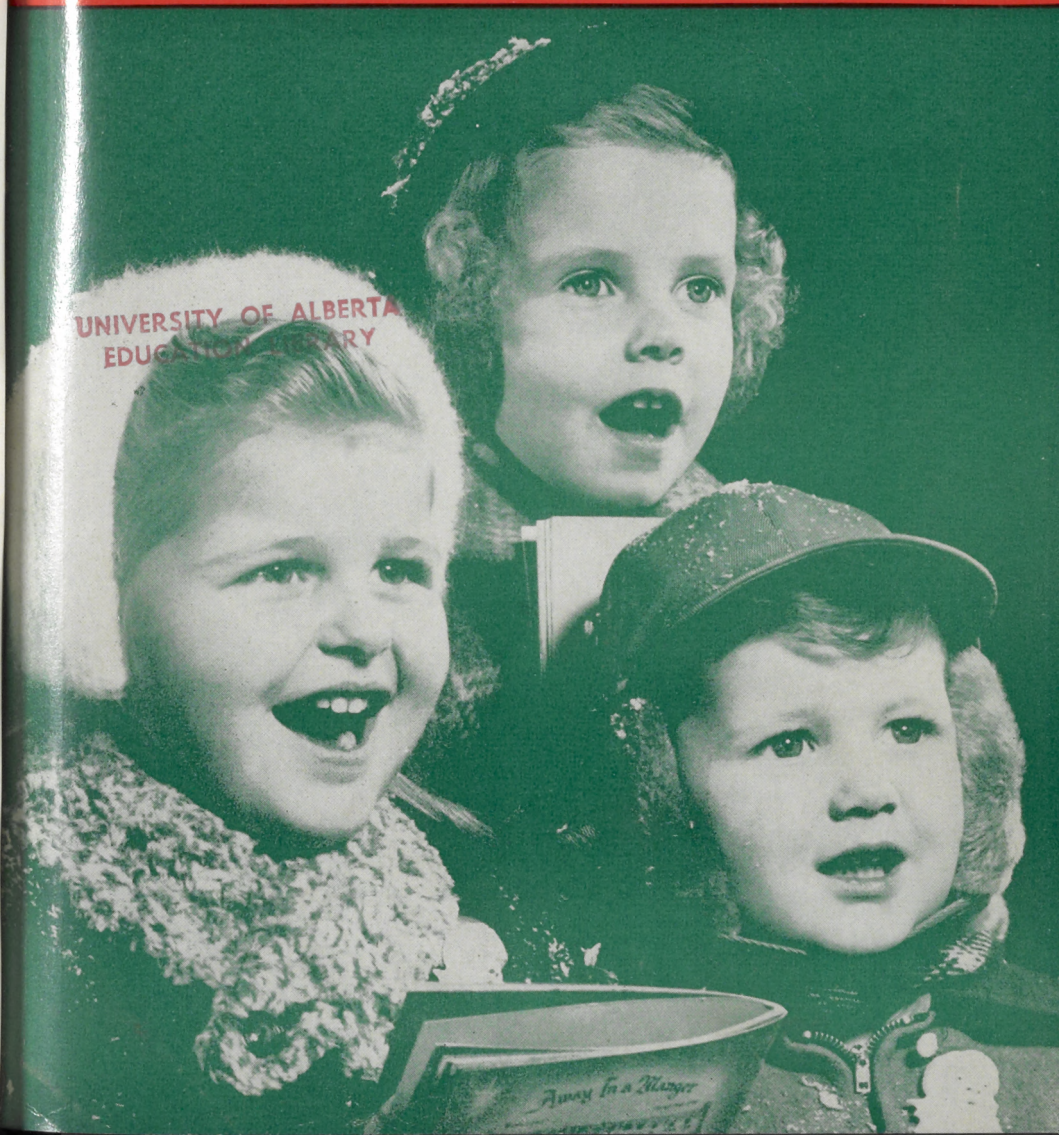


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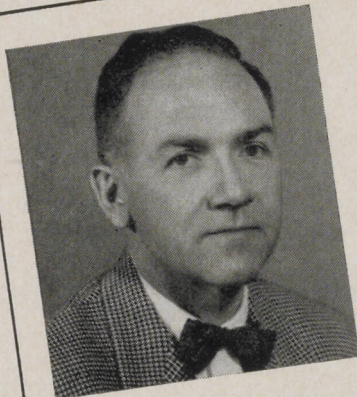
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The ATA Magazine

When a Student Seeks Advice

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To help him make his choice, you will advise him to consider these important factors among others:

- ...opportunities for further advancement
- ...the chances he will have to get ahead in life
- ...the prospects of a rewarding and respected career.

You may want to know more about the career opportunities the Canadian Army can offer the young man of to-day. Here in brief, are some of the more important career possibilities:

Officer Careers

Regular Officer Training Plan

The plan, which applies to all three services, the Army, the Navy and the Air Force, provides for the training of young men as officers for the Regular Forces. It offers young men between 16 and 20, with matriculation credits, an opportunity to obtain a College education at one of the Canadian Services Colleges, or at one of 36 selected Canadian Universities and affiliated Colleges. The plan is financed by the Department of National Defence. All tuition costs are paid, and allowances made to meet other expenses incurred in obtaining a college education. Uniforms, medical and dental care, food and lodgings or allowances in lieu, are provided. Students also receive pay while learning. Successful completion of this programme qualifies Army Cadets as Lieutenants in the Regular Army and prepares them for a sound military career. Applications must be made before July 1st annually.

Soldier Apprentice Careers

The Soldier Apprentice Plan

Each year the Canadian Army offers a limited number of young men of six-

teen the opportunity to combine trades training with military training, and at the same time, improve their academic standing. Apprentices train for two years under the steady and careful supervision of picked civilian and military instructors, and, depending upon their interests and abilities, apprentices are taught one of the nineteen trades offered.

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A new class starts each September, however young men may apply at anytime. The minimum educational requirement is Grade 8.

Regular Army Opportunities

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By
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the ATA magazine

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The ATA Magazine



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COVER STORY

Christmas is carol singing. And what are carols without the clear, sweet trebles of childish voices? Our photographer has caught the lilt of voice and the excitement of the carollers for our Christmas theme.

Let's Find Out

What kind of a job are our schools doing?

There is really no certain answer to this question. Lack of concrete evidence makes opinions almost completely subjective. And it is in this morass of doubt that destructive criticism—unfounded, in fact—can flourish. Many educators think they know whether our schools are educating in the real sense of the word. Others are certain that our methods in arithmetic, in reading, in social studies, and in language are producing superior results. But sincere as well as insincere critics of public education continue to assail our schools from time to time. They attack the curriculum and methods of instruction. They recall with nostalgic pride the schools of the past and expound on the values of the discipline, phonics, rote-learning, and so on.

The champions of our schools leap to defend present practices and frequently indulge in statements which are about as subjective as the criticisms. Once the battle has been engaged, much heat and little light develops, for there is no firm basis on which comparisons can be made.

If a proper survey of Alberta's educational system is undertaken, there could be developed some standards of achievement during the study which could serve as a basis for periodic comparative studies in subsequent years.

The Alberta Advisory Committee on Educational Research might be a proper body to undertake such a project as a survey of elementary and secondary education in this province. The AACER now enjoys the moral and financial support of the Department of Education, the Alberta School Trustees' Association, the Alberta Teachers' Association, the Alberta Federation of Home and School Associations Incorporated, and the University of Alberta. Undoubtedly, a project of such magnitude would need careful planning and could not be completed in any short period. But if we are ever to get some scientific evidence of the job being done in our schools, it must be through a proper study by

competent personnel. The control should be vested in a group of people whose dedication to scientific research is beyond question. Adequate funds must be made available so that the study is complete. The project should have the support of government and all other agencies interested in the improvement of public education.

During our meeting with the Cabinet last month, we felt that our request for such a survey received a favourable hearing. The annual convention of the Alberta School Trustees' Association referred a resolution approving such a survey to the executive of that Association. We anticipate the support of the home and school association. If we can secure the support of the Department of Education and persuade the AACER that this project is a proper one for their study, we will have taken the first step towards another milestone in the history of education in this province.

*The Executive Council of the Alberta Teachers' Association,
the Board of Administrators, Teachers' Retirement Fund, and
the staff, extend to all their friends and associates*

Best Wishes for Christmas and the New Year

H. J. M. ROSS,
president

LARS OLSON,
chairman

ERIC C. ANSLEY,
general secretary-treasurer

ERIC C. ANSLEY,
secretary-treasurer

The Alberta Teachers' Association

Board of Administrators,
Teachers' Retirement Fund

Want a rush of prize applicants?

Who Says

PEOPLE keep talking about the shortage of teachers. In a handful of communities, however, there are enough teachers—and good ones, too. The reason is simple: decent pay. Raise teachers' salaries, and the shortage becomes a surplus.

Take a look at Long Beach, N.Y., a resort city that draws students from a population of 25,000 on the south shore of Long Island. It pays its 250 teachers salaries that are among the highest in the country. New teachers this year will receive \$4,000 to start, which is the average salary paid all public school teachers in the United States last year. Financial rewards in Long Beach now go up to \$8,900 for a teacher with a doctor's degree and 15 years' experience.

Last summer, Long Beach had 700 applicants for ten jobs. And in the past six years, only two teachers have left the school system for teaching jobs elsewhere.

Dr. David G. Salten, Long Beach's superintendent of schools, doesn't foresee any let-up in the number of applicants, either. For in 1958, at the end of the city's present three-year schedule of salary increases, a beginning teacher with a bachelor's degree will start at \$4,600 and will receive annual \$250 increases until his pay cheque hits \$8,100. A teacher with a master's degree will start at \$5,000 in 1958, and his salary will be \$8,500 after 15 years. A teacher with a doctor's degree will get \$6,000 to start and will be drawing \$9,500 at the end of 15 years.

In addition, Long Beach rewards its faculty members with as much as \$1,080

for supervising extra-curricular activities. Military service and advanced study between the master's and doctor's degrees also are recognized on pay day.

The average salary of Long Beach teachers is \$6,400, a figure which Dr. Salten says is low because of the number of new young teachers.

At the other end of the scale, two states, Arkansas and Mississippi, paid their teachers an average of less than \$2,300 last year. Five other states, Kentucky, Maine, Nebraska, North Dakota, and South Carolina, paid less than \$3,000.

California and New York, with the nation's highest teacher salaries, paid averages of \$5,000 and \$5,150—still not high by most income standards and not so high, either, for two such wealthy states.

Long Beach's 700 applicants were by no means all young men and women just out of college. Dr. Salten received letters from several college and university faculty members, from a department chairman at a well-known private school, from an assistant registrar at a metropolitan college, and from scores of mathematics and science teachers, some of whom held doctorates. Many of them admitted in their applications that they wanted to teach at Long Beach in order to make more money.

Any school offering such enticing financial rewards would undoubtedly get a rush of prize applicants for teaching jobs. Long Beach received plenty of free publicity because salaries considered merely normal in other professions made front-page news in many

Teacher Shortage?

parts of the country when they were offered to teachers.

It does take a lot of money to pay teachers well, and Long Beach probably can afford it better than most communities. But even there the taxpayers haven't always been willing to give their teachers good salaries.

Dr. Salten says that supporters of higher salaries have been working steadily for quite a few years and that now most of the people think this way: "Every dollar we put into education is the best investment we can make. It's not an expenditure; it's an investment." At one recent meeting of the city's board of education, taxpayers got up and insisted that a fourth psychologist be added to the staff.

"The kind of teacher our children need", the superintendent states, "is the kind who can afford to buy a book whenever he wants to, go to a concert or a play fairly often, take an extended vacation once a year, and travel abroad at least once or twice during his career.

"He should be able to send his children to college without suffering undue financial hardship, and, in general, should have a standard of living commensurate with his role in the community — without having to resort to part-time, after-school and summer jobs in order to make ends meet."

No cure-all

Dr. Salten is the first to admit that his city's high salaries are no general cure-all for the teacher shortage. If all schools started paying as well right now, he says, the shortage would be just as



This article is reprinted from the September, 1956 issue of *Changing Times*, the Kiplinger Magazine. *Changing Times* is not sold on the newsstands. Sample copies may be obtained by writing to 1729 H Street N.W., Washington, D.C.

great as any place else. It is part of a larger shortage of trained manpower, one that affects most of the professions. Even if enough people to meet the demand would decide to train for teaching careers right now, the colleges wouldn't have room for them.

But the point here is that all schools are not considering raising teachers' salaries materially, so those schools that do pay more will find that the supply of good teachers is plentiful.

The residents of Long Beach know this to be a fact. Other communities willing to pay the price also can get the good teachers they need.

Are They Cleaning

ALL adults, including, of course, teachers, doctors, and parents, have a responsibility to protect the child from harmful drugs, foods, and physical dangers of all kinds. Despite recent efforts by publishers to "clean up" their products, I maintain that many comic books today are opiates and stimulants of a vicious variety. Why should we prohibit the sale of liquor to adolescents and yet allow the subtle poison of comics to be mass-retailed to children from five to fifteen? Do we care less about our children's mental and moral components than we do about their bodies? Long ago in *The Essay on Man*, Alexander Pope wrote:

Vice is a monster of such frightful mien
As to be hated needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace.

If one has watched little children look at crime comic books, one finds that there is a fearful fascination which, if not encouraged, soon passes; if familiarity with such material is often and forcefully repeated—as it has been by the pouring of as many as 90,000,000 comic books a month upon these children, Pope's prediction will be fulfilled in many cases.

The effects of crime and love comic books upon the children of America should be a subject of great interest to teachers. Every teacher of children between the ages of five and fifteen has had some contact with the comic book problem at one time or another; many have been consulted about it by anxious or by complacent parents—for parents divide rather easily into conscientious, indulgent, or indifferent groups. (Of course, the indifferent ones neither know nor care what their children are reading.)

The teachers are often caught between

two opposed forces; they are assured that comic books are perfectly harmless—completely innocuous—and they have also had evidence, both from cases which they have seen themselves, and from experts, that these "magazines" spell out clearly the exact way in which crimes may be committed. There are "experts" on both sides; one of the differences between them being that the pro-comic experts have sometimes been found to have a vested financial interest in the comics, and the anti-comic experts have had only a vested interest in the children—and in their health and well-being.

To those concerned with the well-being of children, one of the most serious offences committed by the publishers and purveyors of crime and love comics is the endless and senseless exaltation of triviality. Especially in an age such as ours, where technology has run so far ahead of cultural morality, and when clear and logical thought is so much needed, it seems pitiable that the substance of good minds must be subjected to millions of reams of triviality each year. Some psychologists, psychiatrists, parents, teachers, and some hitherto reputable associations and societies—such as, for instance, The Child Study Association of America, have not only failed to see the harm, incipient and overt, that the comic books are promoting; they have even recommended some of these crime comic books as "harmless". That these books are far from innocuous has been shown in several case studies cited in my book, *Seduction of the Innocent*. Material that dulls the perception of young minds by exalting the trivial can scarcely be considered 'innocuous'; but besides this major offence, comic books viciously counter the efforts of teachers

Up the Comics?

FREDRIC WERTHAM

by inhibiting the development of skill in reading, by exploiting the child's aggressive tendencies, and perhaps worst of all, by conditioning flexible minds into learning abnormal subject matter.

Learning and personality

One of the child's greatest developmental tasks is that of learning to read efficiently—that is, to read so that verbal fluency and derived meanings of the printed and written word become not a task but a skill. A very serious aspect of the comic book influence, as far as the normal acquisition of reading skill is concerned, is that it has been found that the omnivorous 'reader' of comic books is generally a retarded reader of other books. Comic books are printed in the worst colours on the poorest paper available; the so-called text is contained within 'balloons' that give no practice in the reading of legitimate texts. Presentation of this sort does not require the careful cultivation of the perceptual habits which must be achieved in order to produce a proficient reader.

The lurid pictures would be readily understandable if they contained no text whatever. In many cases, no text would be preferable—as this would not only eliminate the prostitution and blocking of reading skills, but it would also eliminate many profane and obscene words from the child's vocabulary — words which he might not hear until he became adult were it not for undesirable exposure to the comics.

The defenders of the comics (especial-

ly the industry itself) have generally promoted the idea that the reading of comic books enables the child to rid himself of his aggressive tendencies. In a society such as ours which insists upon the equal right of all individuals to "life, liberty, and the pursuit of happiness", it must also be insisted that a measure of self-control must be learned and practiced. This implies that one's neighbour may not be pushed around, and, emphatically, it implies that this neighbour must be allowed to stay alive. Apparently, according to some psychologists and the comic book industry, there is a great deal of frustration generated in permitting one's neighbour to live, to choose whom and what he will associate with and thus attain a measure of freedom with which to pursue his happiness. According to the pro-comic book experts, this accumulated frustration issues, in a sort of neo-Aristotelian catharsis, when the child is steeped in the vicious, vile, and salacious material presented to him by the humanitarian comic book industry. If one is willing to concur in the opinion that a great deal of latent aggression is built up by being decent to one's fellow men, there are many socially sanctioned ways in which legitimate aggressive energy may be expended. For children, there are all the competitive games of childhood—ranging from the simple game of tag, through wrestling, boxing, football, basketball and track (to cite a few); if the aggression is not sufficiently well defined to need contact expenditure, there are card games, checkers, chess—all of which supply enough competition to achieve alleviation of aggression through action which can stop short of desecration and murder. For those among us who have become disor-

dered in some aspects of human relations, there are available child (and adult) psychiatrists and psychologists, who, **in a controlled situation**, can draw out the trouble and eliminate it by therapeutic play and treatment. (I have emphasized the words above because a controlled situation is just what the comic book reader does **not** have.) The point here is that comic books do not serve the sort of purpose which their proponents rely upon as one of their main justifications for taking a child's pocket money (or, as sometimes happens—money which a child has stolen). The books serve no constructive or therapeutic purpose.

Case studies which have been made prove that these books serve quite another purpose: that of tempting and seducing young and flexible minds into learning the jargon and methods of murder, sadism, and disrespect for law and the rights of others. In fact, they plant the seeds of aggression where they might not have appeared otherwise, and this sort of indoctrination is not generally followed by apathy. The action that is pictured in these books, and the methods inculcated by them, induce similar action by some 'readers'. The allure of the hideous made glamorous has actually led to the deaths of some children—by their own hands or by those of their comrades, who, having learned techniques, must try them out.

This is normal learning of abnormal subject matter. The defenders of the industry have another specious argument; i.e., that only the abnormal child—the child who already needs help—is affected adversely by the dramatic filth and horror of the comics. In the cases of young delinquents which have been fully studied, there has seldom been a history of outspoken mental abnormality. The seriously disturbed child is locked within his troubles; he has all he can do to keep himself going at all, and he is not the typical comic book reader. Inquiries made of psychiatrists, educators, and prosecutors bear out this point. But even if it were true that the vulnerable child

is the disturbed child, this defense by the experts is so brutal that people of good will could not bear with it. It would be more unbelievably fantastic to permit the exploitation of that most dependent segment of the child population than it is to permit the minds of the merely innocent to be steeped in a vicious and evil picture of the world and its people. And this is being done.

Vested financial interests

Another subtle aspect of crime comics is the advertising that is carried in the pages of these "magazines". Perhaps the publishers and advertisers are relying on the principle most clearly described in Poe's short story, *The Purloined Letter*, in which the letter that has been searched for is discovered laying in plain sight on a table; the adults who pronounce the comics harmless have apparently not noticed that these advertisements invite the young to buy (through the mail) real guns, bullets, hunting and snap-blade knives—and that the children do buy them. Besides the tools of destruction, panaceas for various physical ailments, which should require the doctor's or the psychologist's attention, appear in comic book advertising.

The eye-gouging, disfiguring methods used by comic book characters, disrupt and discourage healthy relations between the sexes; rape, brutality, and murder have become rampant as never before in the history of American printed matter. The actualization of some of these by our delinquent youth may be fairly laid at the door of the comic book publishers and their upholders.

In the fantastic world pictured in these books, men are seldom or never courteous or protective toward women, and women are not depicted as possessing any of the qualities which would draw out the sort of high-level response which is normal between the sexes—if we are to continue living in a decent world. The men of the comics are described, in cartoon and text, as being strong, lustful, brutal, and unintelligent; they are tender

(Continued on Page 32)

Roots of Mental Disorder

H. E. SMITH

ANY human scourge, such as mental illness, must surely have a cause or causes. In a scientific age we can no longer be content to accept explanations like fate, destiny, the will of God, the Devil's finger, or the witch's curse. Still less can we rest happily in ignorance and resignation.

We must concede, however, that our present state is one of considerable ignorance. Our reason for this is that over the ages we have thought of mental disorders as the blight caused by evil spirits, or as punishment for wickedness, or simply as manifestations of bad temper, revenge, or just plain 'cussedness'. Another reason is that mental processes appear to be, and probably are, the most complex processes found in nature. Still another reason lies in the difficulty of separating mind from body, the mental from the physical, or even in deciding if we should think of them as two or only one. If as two, then mind tends to get dreadfully confused with spirit, soul, and all sorts of religious and philosophical questions.

Mind and body are one

We must think of mind and body as one, inextricably connected. The presence of one, while life lasts, implies the presence of the other, at least in some measure. Psychosomatic medicine takes this position. Take emotion, for example. Is this mental or physical? Both, obviously. Moreover, emotional disturbances lie at the root of practically all mental disorders. This means that mental disorders involve both body and mind.

At birth, human beings are equipped with a variety of impulses to action, with embryonic patterns of emotion (fear, love, and rage at first), and with greater

or less potential for intelligent behaviour. These, together with body parts, are the constitutional endowment. The quality of endowment varies tremendously from one individual to another. And quality varies also in its appropriateness to different environments. What might be an excellent constitution in primitive cultures where children are generally treated with great tenderness might be a poor constitution in western lands where children are often neglected and sometimes even treated badly.

Environment is potent factor

But whatever the constitution may be at birth, whether good in quality or bad, the environment begins to work on it immediately. First in importance is the mother or mother substitute. And next in importance as a rule are father, brothers, sisters, perhaps grandmother or grandfather, small playmates, and of course all the physical environment of clothing, cribs, baths, and all manner of intimate attentions. From the first day, habits, attitudes, emotional patterns, likes and dislikes, fears, acceptances, and rejections, are established with amazing rapidity. The foundations of personality are forming and are formed. The earlier the years the more important they are.

Early years important

Of course, this fact has been known for centuries. But it is only within the past short time, say 50 or 60 years, that anyone has really known why the early years are so important. Philosophers and poets have hinted at the reasons, Schopenhauer, for example, but the patient and often frustrating work of psychologists has been most telling. I suppose Freud's

(Continued on Page 38)

Please Pass

Goose hunters
cymbal players.
unimportant

HOMER McCOY

MY goose is cooked and I'm stuck with my piccolo. In case this sounds confusing, I can explain everything.

It happened on a hunting trip to northern Minnesota where I met the doctor, whose avocation is surgery but whose real mission in life is shooting geese. When I told him how eager I was to bag some ducks, he eyed me curiously, as if I were a patient confessing to a psychosomatic symptom — like bats in the belfrey.

"Did you say ducks?" he asked, proceeding with professional caution.

"Yes", I said, making a quacking noise for emphasis.

Doctor Ed shook his head incredulously. "You came all the way from southern California just to shoot . . . ah . . . ducks?"

"Is that bad, Doctor?"

"Yes, but fortunately it responds to simple and specific treatment."

"Such as?"

"Goose shooting", he said. "Effective prescription and pleasant to take."

Geese, indeed! I was but a humble harasser of mallards, pintails, and canvasbacks, and had no loftier aspirations.

"I've had cases like yours before", Doctor Ed said, reassuringly. "Haven't lost one yet."

Could I, I asked, get in one duck hunt before taking the cure? The doctor was slow in replying. He was considering whether catering to the sick man's whim would be therapeutically all right. He finally said, "Very well. It can't do much harm."

Next morning he took me out to one of his favourite spots—a barley field normally visited by hungry Canada geese. This fall the honkers hadn't found it yet. Nothing but ducks fed there. The doctor

sounded bitter when he spoke of it, as if referring to an invasion of locusts. He dropped me off at the field, with his Chesapeake retriever, Patricia, and he drove away to scout for geese.

I had a wonderful shoot. I swung on nothing but big mallard drakes, and it wasn't long before I had my legal limit of four birds. Patricia—"Pat" for short—worked beautifully.

"Good girl", I told her as she brought the ducks back to my pit. "We'll just let your master go gallivanting around on his wild goose chase."

I talk a lot to a hunting dog. I'm almost as bad as a television cowboy conversing with his horse. "We'll have our simple fun with the lowly ducks. Okay, Pat?"

Pat wagged complete concurrence. We got along fine; we saw eye to eye; we were *simpatico*.

When the doctor returned to pick me up, he waved a contemptuous hand to indicate the mallards still milling over the barley field. "Now that you've had your fling at this sort of nonsense, we're going to do some hunting", he said firmly. He was through pampering the patient. We went after geese.

We combed the country. We swept every lake with binoculars. We parked beneath the usual flyways. No geese. We stopped at farmhouses and talked with the doctor's trusted spotters—farmers alerted to contact him whenever they located any flocks. Their reports were negative. Next day we did the same

My Piccolo

**make a few big sounds, like
But I'd rather make a lot of
sounds. I shoot ducks.**

thing. Reconnaissance, said Doctor Ed, was a necessary phase of successful goose hunting. When would the rewarding phase begin, I asked? Patience, he replied. Honkers were hard to come by, but well worth it.

As our search continued, a sense of futility came over me. We might as well have been a pair of starry-eyed ornithologists looking for a surviving flock of passenger pigeons. Much of my defeatism stemmed from what I knew about geese. That could be written on the head of a pin. Geese had always been beyond and above me, in every way. They had never seemed quite tangible. I'd never figured they could be had, and I'd never bothered trying for them.

Another item bothered me as we continued our chase. I kept thinking of those mallards back in the barley field—the sport I was missing. I didn't mention it, though.

Late in the afternoon of the second day came our break. We were parked near the southern shore of a large lake that over the years had been a favourite staging area of the honkers for their forays into the feeding fields.

"Listen", said the doctor.

Then I heard it, too—a faint yelping as of tiny hounds in the sky. Geese! Their calls, slightly ventriloquial, grew louder before we located the source. We saw the birds coming toward the lake from the south—two flocks in tandem. Glassing them, I counted nine birds in the first,

twenty-three in the second squadron. They swept over us and came to rest out in the lake, riding the water majestically, like battleships. Dr. Ed was enthusiastic.

"They're in the bag!" he chuckled.

From where I sat they appeared to be in the centre of a large bay, in neither immediate nor remote danger from us.

"We merely find the field they came from", said the doctor. "I'll pick you up at four in the morning."

We were at our observation post well before sunup the following day. Each of us glassed an arc of the sky over the lake. Once more, we heard the geese before we saw them. Into the gray disc of my binoculars' field of view floated a dark skein of wispy material that became the advance guard of nine birds. My watch showed 6:20. Two minutes later the main flock followed, swinging over us with a great clamouring, moving at a low level on a direct course to the southeast. They were returning to their feeding field for breakfast, the doctor explained. The honkers dipped behind a distant line of trees and disappeared. The doctor rubbed his hands gleefully. I could see no reason for celebrating. We had only located the haystack. The needle remained to be found.

We found it in less than five minutes—a barley field about three miles from the lake. Glassing it, we saw the geese waddling about, their black-stockinged heads and necks rearing above the stubble like cobras, then vanishing as they resumed their eating. Darned interesting, this bird-watching, but I wondered when the shooting would start. And how we'd go about it. We went about it by returning to town, where Doctor Ed had some

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surgery scheduled. We'd go back to the field in the afternoon, he said.

"And blast into 'em?" I asked.

"No", he said. "We're going to prepare . . . for tomorrow's shooting."

More preparation. It was like a major military campaign. That afternoon we lugged goose decoys, both full-bodied and profile, into the brush near the field and cached them. We inspected the field and dug pit blinds. We were leaving the place when I glanced up and saw a sight that panicked me. "Hey!" I shouted. "The geese!"

"Don't get jumpy", the doctor ordered. "We'll just stroll casually away. No sudden moves, no looking back."

We did exactly that, with the geese circling over us, hollering. When we got into the brush we turned and watched those honkers — those wary Canucks — settle down to dinner unabashed and unaffected.

"Are they starved, or plain crazy?" I asked.

"Hungry", said the doctor, "but very, very smart."

He explained that the same geese which defy the most cunning attempts of nimrods to eliminate them will fly boldly about farmers working afoot or on tractors in their fields. The farmers mind their own business, ignoring the birds, making no menacing moves. The geese, concluding no danger exists, ignore the farmers. So, the doctor said, the geese had simply accepted us as innocuous farmers since we had acted like men of the soil inspecting our acreage, and weren't carrying our guns.

"It's a good thing I didn't have my hunting license showing", I said.

"I'm not so sure that's a joke", the doctor said.

An hour before next daybreak we were on the scene, staking out our decoys and putting finishing touches on our blinds. Doctor Ed gave me a final briefing. We'd allow the nine birds that always preceded the main flock to land unmolested and give added assurance to their trailing companions. Since geese were creatures of fixed habits, more punctual than

commutation trains, they'd appear within a minute or two of the time they'd made their morning flight the day before. The doctor warned me about getting excited and shooting prematurely. "Be calm", he said.

Oh, sure, doctor. I'd be cool as a mint julep, and never mind that loud and rhythmic din. It would only be fatal. It was just my heart bludgeoning its way through my ribs.

"Within an hour you'll be a well person", said the doctor, "with the . . . er . . . ducks safely behind you."

He went to his blind, leaving the world to slow-lifting darkness and to me, a sorry hunk of man afflicted with grave infirmities including a bad ticker, faulty respiration, and a violent case of the shakes. I doubt if any big game hunter perched in his *machan* above the kill ever awaited the advance of a tiger through the Indian jungle with more tension.

I kept glassing the northern sky in the direction of the lake, and saw the horizon gradually sharpen, like a negative in its developing bath. During my concentrated vigil I was acutely aware of small, insignificant sounds—the rustle of an animal through the brush, the whispered conversation of barley stalks in the wind. Then, oscillating on the very margin of hearing, the faint bugling of the geese! My wrist watch recorded 6:22. From the doctor's blind came his cry: "Mark!"

The nine honkers came first, circling and letting themselves down on the field with the grace of transport planes. After a short survey, they began their gabby feeding. Two minutes later the main flock arrived, following an identical flight pattern. As they came about low and slow into the wind, they passed close to Doctor Ed's blind. Not all of them got past. I saw the doctor stand, raise his gun and crumple two birds.

Just as the doctor had figured, the geese swung toward me, labouring for altitude. Thus quartering, they slipped sideways in the wind. I could see that the last several birds would be right over me. I took a deep breath. It might have

to last me a long time. I pushed off the safety on my gun, stood up and swung on the geese. This was it—the climax to all of our work and our waiting. This was that decisive instant that occurs in all sports; it was comparable to a bullfighter's "moment of truth" when he goes in over the horns for the kill. Swinging my gun, I remembered old instructions—so basic and automatically followed for years that I'd forgotten the words. Now they came back.

"Nothing tough about an overhead incomer . . . swing from behind . . . erase it with your barrels . . . and fire."

I also recalled fresher advice. "Be calm", the doctor had said. Yes, doctor. Grit my teeth and relax.

The goose I chose couldn't have been more than thirty yards away. I tracked past its serpentine neck and pulled the trigger. Stricken, the target began its fall. Continuing the swing, I let go on the goose just ahead and watched it suddenly transformed from strong and living symmetry into a shapeless mass of feathers tumbling in grotesque fashion toward the earth. It was all over like that. Two shots, two birds—my legal limit.

Pat the retriever now had her innings. She gathered in the birds with gusto and evident joy. When our bag was collected, the doctor studied me.

"Did you like it?" he asked.

"It was magnificent", I said, truthfully.

"Fine", said the doctor, beaming. The patient was over the hump. "We'll do it again."

"When?"

"Well, you know how it is, with the scouting and planning and preparations. If we're lucky we might get in another shoot by the end of the week. Okay?"

This was Monday. With luck, we could possibly bring the many and complex factors involved to a satisfactory head the following Friday or Saturday. Meanwhile, long hours reconnoitering over northwestern Minnesota . . . contacting Doctor Ed's liaison men . . . bird-watching. I was slow in answering: I had a big decision to make.

It had been great sport—a careful, art-



ful blending of many ingredients that, with the doctor as chef, had come out exactly right. There had been a suspenseful sequence of events that had built up to a brief and thrilling conclusion. High drama. All this, I guessed, was in a degree the way of big game hunting. But it wasn't my way.

I've always marveled at, and envied, my friends whose gunning consists of getting one deer or a single bear each season. They spend months gazing at those beautiful custom rifles in the rack—anticipating, waiting, getting ready for that instant when they get their trophies in their sights. They squeeze their trigger fingers, and "crack"! They're through for the year, and back into mothballs go their rifles. To them, the moment's big and magic enough to justify all of their inertia and waiting.

A big game hunter is like a cymbal player in an orchestra who, during the long playing of a symphony, makes his loud and clanging contribution just once. That's not for me. I like minor, but continuous action. I don't want to spend my life beating time. I prefer many molehills of excitement to climbing, once in a blue moon, an emotional Mount Everest. In the symphony orchestra, I'd rather make a lot of unimportant noises than a few big ones. I'm strictly a piccolo player.

"I'm sorry, doctor", I said. "I want to go back to shooting . . . ah . . . ducks."

The doctor was a medical man conditioned to occasional and inevitable failures, and he took it calmly. "Very well", he said. "Can't save every case."

"It wasn't your fault", I assured him. "It's just that I've got to stick to my piccolo."

Puzzled, he shook his head and shrugged. "After all", he said, "I'm not a psychiatrist."

Back at the duck field, Doctor Ed remained in the station wagon, and Pat and I went to the shooting pit. Right after taking my station I scored a double on mallard drakes. Two doubles in one day is a rare feat for me, and I figured I should quit, on the upbeat. I waved Pat on for the retrieves. She looked out toward the birds, gave me a questioning glance and remained by my side.

"Dead bird", I told her. Reluctantly she started toward the ducks, then paused and looked back at me—a picture of irresolution.

"Fetch!" I commanded. Whereupon, Pat—my pal, my girl friend—gave me

a final stare of utter disgust and trotted away—not after the dead birds but toward the station wagon. Baffled, I picked up the brace of mallards and followed her. When I arrived at the wagon Pat wouldn't even look at me. Doctor Ed did, though, with an enigmatic grin. I started to tell him what had hapened and he cut me short.

"I know", he said. "I was watching."
"Pat's lost her marbles", I said.

"Not at all. After she's retrieved her first goose of the season, naturally she won't stoop to ducks any more."

After a short silence Doctor Ed added: "Dogs are extremely intelligent and sensitive animals, with a fine sense of values."

Right then, with the doctor eyeing me significantly and Pat ignoring me, I almost decided to throw away my piccolo in favor of a tuba, but I didn't quite have what it took.

That thin piping you hear—that's me. It doesn't amount to much, but it's steady work.

In Memory

Name	District, Division or County	Address	Date of Death
Mildred Josephine Chase	Wainwright S.D. 32	Irma	May 26, 1956
Violet May Chrystal	Calgary S.D. 19	Calgary	Dec. 23, 1955
Iva Levina Culham	Ralston S.D. 4981	Medicine Hat	June 21, 1956
Marion McKay	Red Deer S.D. 35	Pine Lake	Sept. 16, 1956
*Mary Catherine Janet McKellar	Calgary S.D. 19	Calgary	*Sept. 21, 1956
Caroline A. Nicoll	Clover Bar S.D. 13	Edmonton	June 19, 1956
*James M. Roxburgh	Edmonton S.D. 7	Edmonton	Sept. 24, 1956

***Pensioners**

A graduate program in—

Educational Administration and Supervision

Since 1953 the University of Alberta has been host to the short courses of the CEA-Kellogg Project in Educational Leadership. As a result, the Faculty of Education has become deeply involved in the purposes, the planning, and the implementation of the project, and in this process has acquired an unusual and highly desirable familiarity with educational theories and practices throughout Canada. Furthermore, the University has been stimulated to expand its graduate program in educational administration and supervision by incorporating selected aspects of the CEA-Kellogg Project into a more formal program of graduate study. This outcome, inherent in the original planning of the Canadian Education Association, constituted one of the major objectives.

Under the leadership of President Andrew Stewart, and in conjunction with the School of Graduate Studies, the Faculty of Education prepared a submission to the W. K. Kellogg Foundation requesting financial help in the establishment of a graduate program in educational administration and supervision in the University of Alberta. The executive of the CEA endorsed the proposed program and associated itself with the University in the presentation of the submission to the Foundation. The application was approved by the officials of the Foundation in the spring of 1956. In September, Dr. A. W. Reeves was appointed to direct a graduate program in the Division of Educational Administration and Supervision. In the fall of 1957 the first candidates for advanced studies will be enrolled.

Essential features of program

■ The program will be dominantly Canadian, the emphasis national rather than provincial. The staff will be largely Canadian, with the provision for the presentation of British and American points of view.

■ It will have the support of a variety of faculties and departments within the University: business administration, political science, sociology, and psychology. Similar assistance is expected from those experts in provincial departments of education who have special competence in various phases of educational administration and supervision.

■ The training will be practical, with provision for field experience, internship, participation in surveys, workshops, inservice training projects, observation, evaluation, and research.

■ Flexibility in program planning will permit meeting the needs of mature, capable students.

■ The program will provide facilities for advanced study at several levels.

Levels of the program

One level of the program will lead to a certificate and M.Ed. degree in school administration. The requirements for admission to this program are successful teaching experience, a satisfactory undergraduate record, and a bachelor's degree. This program consists of the equivalent of six courses and a minor thesis. Normally the course requirements may be completed in one academic year and one summer session or in three summer sessions.

Plans are also being made for award-

ing a certificate in school administration to candidates who have completed an approved one-year program. Requirements for admission will be the same as those for the M.Ed. program.

Two interlocking programs of study beyond the master's level will be available for a limited number of outstanding candidates. One program will lead to a Ph.D. and the other to a proposed specialist's certificate in educational administration. Normal prerequisites will be the University of Alberta master of education degree, or its equivalent, successful teaching experience, and demonstrated competence or potential in administration or supervision.

The proposed specialist's certificate is designed for candidates completing an approved year's work beyond the level of a master's degree in education.

The Ph.D. degree is based upon two years' study beyond the master's degree and will normally require two years of residence. In certain instances the residence requirement may be satisfied by one winter session and two summer sessions. Each Ph.D. candidate will be required to complete a dissertation in his major field.

Financial assistance

Twelve fellowships of \$2,400 each are available for candidates of superior scholastic achievement and administrative promise. Nine of these fellowships have been made available by the W. K. Kellogg Foundation. Three are sponsored by the Canadian Education Association. Successful applicants who reside outside the province of Alberta will be given limited assistance toward travel costs.

Applications for fellowships can be made to the chairman, Division of Administration and Supervision, Faculty of Education, University of Alberta, Edmonton. Forms, obtainable on request, should be filed not later than February 1, 1957.

Chairman comments

Commenting on the announcement of this new graduate program, Dr. Reeves,

Information, application forms, and calendars of the Faculty of Education and School of Graduate Studies may be secured from the chairman, Division of Administration and Supervision, Faculty of Education, University of Alberta, Edmonton.

said: "Since administration and supervision involves curriculum, psychology, sociology, philosophy, history of education, guidance, and supervision in both elementary and secondary school subjects, we look upon the new graduate program as a faculty enterprise. It will draw upon every staff member who has a contribution to make.

"In the core of the program, I am the chairman, with Harold Melsness and Harold Sparby attached to the division. Funds are available to make a major staff appointment in 1956-57. This person will join the staff as an associate professor preferably with university and administrative experience in Britain. Provision has also been made in the budget for special staff. Currently this is being interpreted as a means of bringing outstanding Canadians and Americans to the campus for short periods of time to discuss topics in which they have gained prominence. The summer school provides an additional opportunity for us to get the viewpoint of the rest of Canada and the United States.

"Ways for each member of the division to establish and maintain contacts with neighbouring administrative units are being worked out. By this means we will become acquainted with projects in which our students can profitably participate."

Dr. Reeves went on to say that there has yet to be planned the way in which the other faculties on the campus will contribute other than by the usual course

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Discipline Means Growth

Slavish obedience or reasoned behaviour?

STUDENT-TEACHERS in teacher-training institutions soon discover that discipline is one of their most serious concerns. As student-teachers become classroom teachers, or professional persons in a classroom, the problem of discipline continues to be a matter of major concern.

A past president of the Alberta Teachers' Association, G. S. Lakie, referred in his "President's Column" some time ago to a survey involving 2,000 students of all grade levels. These students, in trying to describe the qualities of the ideal or perfect teacher, mentioned the ability to maintain good discipline twice as often as other desirable characteristics, such as, reasonable neatness, sense of humour, fairness, helpfulness, patience, sincerity, friendliness in and out of class, ability to see the child's viewpoint, justness and understanding, and good knowledge of subject matter. Such are the traits of a good teacher.

* One of the reasons why teachers are ever faced with discipline problems is that discipline is synonymous with growing up, and growing up means learning to develop from pre-adolescence to full adolescence and adulthood. Every year, a new crop of growth-learners comes along and teachers have a new set of discipline problems to face.

The word "discipline" comes from the Latin "discipulus", meaning "a disciple", and the root word is really the Latin word "disco", meaning "I learn".

The Annandale Dictionary reveals the following definitions of discipline:

—training; education

- instruction and the government of conduct or practice
- training to act in accordance with rules
- drill
- method of regulating principles in practice
- punishment inflicted by way of correction and training
- instruction by means of misfortune, suffering, and the like
- correction; chastisement

Schorling, writing on student-teaching, says: "The positive phase of discipline is fundamentally a program in character building." And this is why I consider the problem of discipline a problem in growth and development on the part of the individual. The individual student will have achieved the highest discipline when he is a person of character.

The problem of discipline as a means of character formation is a long and often tedious process. Even for the learner, it starts soon after birth and, once learned, is continually applied in life situations until death. The schools constitute an agency of our culture to help individuals become self-disciplined before they reach adulthood.

W. C. Olson, in his book *Child Development* written in 1949, says: "The goals of most theories of discipline are something more than obedience: they also include concepts of self-reliance, self-control, initiative, and independence of action."

Two of the dictionary definitions lay stress on punishment and chastisement. These forms of discipline were very common in schools of a hundred or two

hundred years ago. Men like Charles Dickens in England, and John Dewey in America, did much to make school conditions more pleasant and democratic. Harsh, severe discipline of the rebuke type should only be used in schools of today as a last resort. Too frequent use of the rod or the strap suggests that perhaps the teacher needs disciplining rather than the child.

Another definition suggests that discipline is instruction in an area of knowledge. The phase of the definition that says that discipline is the "government of conduct or practice" suggests that discipline can be taught. As young people grow up in a physical-biological-social world, they must learn to face up to these aspects of their surroundings. Teacher-training institutions in such classes as educational administration, educational psychology, school law, and sociology, devote valuable discussion sessions to the topic of discipline. Such discussion periods would harmonize with the idea that discipline is training and education.

The definition that describes discipline as "training to act in accordance with rules" indicates a high level of self-discipline in relation to a group or in relation to one's peers. When an action on the part of an individual is desirable (that is, the person wants to behave properly in a given situation on his own volition), he has achieved a higher level of discipline or learning than the person who acts in a given way because it is desired (that is, someone else wants him to behave thus and so).

Still another definition has to do with certain general rules of conduct that apply to large groups like a student body. In a well-disciplined school, when the individual in a group behaves through reasoned action, he has arrived at a high level of self-discipline. The well-regulated school is detected when the dismissal bell rings and students, instead of marching out in files to the beat of a drum, apply such principles of courtesy as keeping to the right and taking one's place in moving forward. Discipline principles in

The good teacher does not fear discipline but will recognize it in school, along with its existence in church and home, as a normal part of child growth and development. It comes to the life of every child because he cannot grow up alone. A child is therefore a dependent person. He must be disciplined. Undesirable behaviour, when it arises, becomes a case for careful study and thorough investigation.

A. L. DOUCETTE

such a school are respected and put into practice.

It is my opinion that all of the teacher traits listed in the 2,000-student research study have a direct relation to discipline. I was impressed with the thought which suggested that the teacher must know his subject matter. This is especially true in junior and senior high school grades, and is also true in university classrooms. It is also applicable in the elementary grades in enterprise or unit study education. The latter type of learning with its concomitant democratic outcomes is much more difficult to handle than a subject-centred curriculum. Even John Dewey, who set up his laboratory school at the University of Chicago around 1900, made the statement around 1950 that the success of the modern activity school depended upon the teacher's ability and knowledge in handling such a learning technique.

The suggestions for teaching discipline are pretty well summed up in the 12 or 13 points of the 2,000-student research study. They are all interwoven with the problem of school discipline.

Teacher, student, curriculum, are all a unity of factors in arriving at good school discipline. The teacher should not fear discipline; it is an inherent part of living; it is an inherent part of the curriculum.
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Manpower

IN his chairman's speech at the annual general meeting of Imperial Chemical Industries Ltd., Sir Alexander Fleck expressed pleasure that the government was showing evidence of being alive to the ever-increasing needs of industry for technically trained people, but declared that the future requirements of industry were still not fully appreciated. In his opinion, both the government and industry itself would have to do much more if this country were to hold its own economically against other industrial nations. He underlined this point by reference to an example within the ICI organization. In one of the divisions of the company, in which the volume of output had doubled since 1945, the number of employees had remained almost unchanged. The number of graduates, however, in this division immediately before the war was 232, whereas in 1956, the number had risen to 666, of whom only 38 did not hold a degree in science or engineering. Dr. Fleck's comment on these facts was: "In spite of this rapid growth, this division could with advantage have employed many more if they had been available. In the years ahead, the company will require increasing numbers of high quality graduates and ancillary staff in all parts of this organization."

Statements such as this make the educationist wonder whether there is any hope of the schools ever recruiting an adequate supply of teachers of mathematics and science, and from what source the technical colleges, upon which our economic future depends, will recruit their staff. The glittering prizes of industry and the romance of research are powerful attractions beside which the counter-attractions offered by the

teaching profession must appear somewhat inadequate.

It must be realized, however, that the shortage of teachers is but one facet of the more general problem of the scarcity of trained intelligence in a modern industrialized society. Almost all of the professions and semi-professions are finding difficulty in recruiting qualified staff; law, banking, and architecture, for example, can no longer attract what they consider to be an appropriate share of the highly intelligent school leavers. In industry, also, the day seems to have passed when a proportion of the management was recruited from the workshop or factory; university graduates in increasing numbers are now being brought in for this purpose.

Nor does the future hold much hope of improvement. Automation, now being widely discussed, will bring in its train a demand for an even greater number of technicians and technologists; it is significant that in the recent crisis in the motor car industry redundancy was confined to the unskilled and semi-skilled. Developments in the field of atomic energy will also require more and more scientists and engineers. From every side comes the warning that without an increase in skilled personnel, our economy is bound to suffer.

How is this complex problem to be solved? So great has been the shortage of teachers in Birmingham that there has been a local demand for a restoration of the wartime rationing system. Even more simple is the solution suggested in a report on university education in the USSR, where, it is stated, "As from 1956, not less than 80 percent of each year's graduates in the faculties of philology, history, geography, and biology, and not

less than 60 percent from the faculties of chemistry and physics and mathematics will be going to work as secondary school teachers." Democratic societies tend to shun the rationing or direction of labour.

One obvious solution is to increase the pool of trained intelligence. Parents of able children are being exhorted to keep them at school until they have completed a leaving certificate course, and the numbers in these courses have undoubtedly been increasing. Headmasters of senior secondary schools, however, have been expressing doubts as to whether there can be a significant increase in the number of boys completing a full leaving certificate course under present conditions. Undoubtedly, there are leaving school early many able girls who could profit from a leaving certificate course, and the view that educating girls to this level is a waste of time and money is still strongly held among a certain section of the population and must be combated. Whether there can be created a pool of sufficient size to meet all the demands now being made upon it is a problem which must have immediate attention.

There must be many highly skilled men and women performing routine tasks in industry, commerce, and the professions. A recent report on nursing strongly recommended that state registered nurses should not be employed in work which can be adequately carried out by domestic staff, and it is well known that not all graduates in industry are employed on work which demands a university training. The more economic use of manpower also deserves careful study, and must be an essential part of any plan for the most effective use of our manpower resources.

Our manpower problem in this country is being tackled in isolation. Efforts to increase the number of dentists and the number of nurses, for example, are being made by different bodies working independently, even though both are drawing from the same limited reserve

The Scottish Educational Journal carried this editorial in its September 28 issue. We think you will find the problems similar, and even some of the proposed solutions.

of talent. Efforts to solve the teacher shortage may possibly lead to the unhappy position of a more than adequate supply of primary school teachers with an even greater shortage of teachers for secondary schools. The graduate-hunters are stalking their quarries even before these have become fully fledged. Simple and short-sighted solutions are being given to problems which are difficult and complex.

The most valuable assets of a society are the skill, capacity, and creative energy of its people. In modern conditions it is essential that the development and the most effective utilization of these human resources be carefully planned. Our place among the nations of the world will depend upon the extent to which the government of this country reveals a conscious and deliberate concern with our manpower resources as a whole.

Educational Administration and Supervision

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methods. He stated that the course method as used in American universities has definite limitations if the program is to be adjusted to the needs of a relatively small group of mature, experienced students. For this reason, the division is planning in terms of areas, for example, finance, buildings, business administration, and proposes to use whatever methods seem appropriate in view of the experience the faculty staff has had with such ventures as the superintendents' and principals' short courses.

Convocation, November, 1956

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the Convocation of the University of Alberta held in Edmonton November 3, 1956. The students were presented to Convocation by Professor H. T. Coutts, Dean of the Faculty of Education, with the exception of those receiving the degree of bachelor of education in physical education who were presented by Dr. Maury Van Vliet, Director of the School of Physical Education, and those receiving the degree of master of education who were presented by Professor O. J. Walker, Director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST-YEAR EDUCATION

Denise S. Helgason, Edmonton

THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Lynne W. C. de Leeuw, Stavely
Ruth Fern Olson, Coaldale
Janet Ellen Tincknell, Calgary

THE EDMONTON JEWISH COMMUNITY COUNCIL SCHOLARSHIP

Sister Mary Aloysius (Gallivan), Edmonton

THE P.E.O. SOUTHERN ALBERTA SCHOLARSHIP IN EDUCATION

Elisabeth Mary Atkinson, Calgary

THE FIRST-YEAR SCHOLARSHIP OF THE EDUCATION SOCIETY OF EDMONTON

Denise S. Helgason, Edmonton

THE OLIVE M. FISHER PRIZE

Betty-Louise Farwell, Calgary

THE EDUCATION BOOK PRIZE

Shirley Ann Aldrich, Edmonton

FIRST-CLASS STANDING

Fourth Year:

Mary Doreen Rhodes, Cut Bank, Montana
Basil Charles Bengier, Standard
John Heidebrecht, Swallow
Phyllip Gordon Redd, Raymond

Third Year:

Shirley Ann Aldrich, Edmonton
Dorothy Louise Benjamin, Hanna
Margaret Ann Hardy, Edmonton
Margaret H. McPherson, Calgary

Second Year:

R. Blanche Collier, Cluny
Agnes Dueck, Coaldale
Mary Akiko Endo, Taber
Sister Mary Aloysius (Gallivan), Edmonton
Kenneth D. Gordon, Cluny

First Year:

*Denise S. Helgason, Edmonton
Eileen C. Lloyd, Medicine Hat
Ruth Fern Olson, Coaldale

*University of Alberta Honor Prize

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Irene Elma Buckles, B.Ed.
Ivor Graham Dent, B.A., B.Ed.

Oscar Fadum, B.Ed.
Douglas Haig Jardine, B.Ed.
Ralph Lewis McCall, B.Ed.
Ian Charles MacDonald, B.Ed.
Cecil Henry Sangster, B.Ed.

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Edythe Alberta Allan
Mary Florence Barby
Dorothy June Braham
Helen Marion Bramley-Moore, B.Sc. (H.Ec.)
Mary Elizabeth Colquhoun
Mary Edler
Elizabeth Frances Forbes
Irene Winnifred Ford
Bernadette Gadzella
Mary Gillies
Catherine Elizabeth Hauver
Mary Jean Hicks
Lillian Catherine Holmes
Margaret Viola Hurl
Gwendolyn Joan Koefoed
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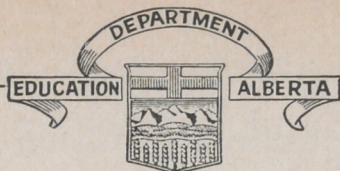
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(Continued on Page 46)



Official Bulletin, Department of Education

NO. 178

Time for a New Deal in Municipal Finance

It has been suggested that the document, *Time for a New Deal in Municipal Finance*, would be of interest to teachers and students of Social Studies 30 because of its relevance to Unit 5. This 17-page mimeographed pamphlet examines sources of municipal revenue, discusses apportionment of provincial-municipal revenue, and evaluates various taxes in accordance with a suggested rating scale, paying special attention to property and sales taxes. The pamphlet may be obtained in reasonable quantities without charge by writing to the Provincial Treasurer, Legislative Building, Edmonton.

Map of Alberta

At a meeting of the Elementary Curriculum Committee held a year ago, the Curriculum Branch was urged to explore every possibility of making available for school use a suitable map of Alberta.

Since no map company would undertake this project, the Department of

Education, with the assistance of the Technical Division of the Department of Lands and Forests, has produced a map. The maps will be linen-backed and put on rollers as ordered. Thus, a month might elapse before an order is filled.

At the last superintendents' conference, a suggestion was made that the map be made available either with rollers or with the wooden half rounds. This suggestion has been followed. The map is 27" x 44", linen-backed, and with roller will cost \$5.50. The map mounted with half rounds will cost \$4.80.

This map is sold by the School Book Branch and must be ordered from the branch.

Reading in French 30

Notice has been given to superintendents of schools that *Lectures Pratiques* by Cru will not be required for the French 30 examination in June, 1957. It is hoped, however, that many classes will continue to use the book as supplementary material, particularly for the better students.

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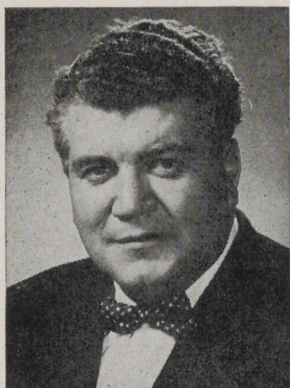
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The Alberta Teachers' Association

Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

President's Column



Crystal ball gazing or science?

One of the characteristics of our technological age has been a passion to measure and evaluate everything, including human performance. Bidault was one of the first industrialists to establish a merit system, which initially resulted in a tremendous increase in production, followed by a colossal failure in employee morale and a subsequent sharp decline in output.

The difficulty with evaluation

It is well known in industry that, the lower a position is relative to knowledge and responsibility, the easier it is to assess efficiency in that position. Take, for example, a 'meat-boner' in a packing plant. Practically all that is required in an efficiency study is to weigh mechanically his daily output and determine how much meat was wasted. When you proceed to the foreman, however, rating gets more complicated. You must measure and weigh his ability to organize production, maintain morale, handle difficult situations, reduce absenteeism, eliminate accidents, and establish a training program. Proceeding to the top, one finds no sound method of

evaluating the superintendent. The factors are too numerous and complex for anything but opinion.

Evaluations would differ sharply

When one considers the professions, particularly the social sciences, the problem becomes more incapable of resolution. How would one go about comparing lawyers or personnel directors?

I remember sitting down on one occasion and starting a list of important attributes of a good teacher that might receive common endorsement. It was soon apparent that the criteria would number hundreds and would result in great diversity of opinion as to their relative importance. For most of the criteria there is no known method of measurement; indeed, some of the results of good teaching are not evident in the student until years afterward.

Practice versus theory

Today, one reads a number of economy-inspired articles on successful merit pay plans. Yet the truth of the matter is that independent surveys have shown that there was not one plan working successfully up to a short time ago.

In Alberta, the teachers in one of the divisions consented to try it. A few teachers received a small bonus the first year; in the second year the vast majority received some merit pay; and in the third year the teachers voted against it. Despite the oft-reiterated remark—"If we could just pay the good teachers they'd really get paid"—the fact remained that the best paid merit teacher in that division received less than he would have received anywhere else in the province.

To be consistent

Half seriously, half facetiously, I would like to suggest that to establish a proper merit system one should start at the top and work downwards. First, the minister of education should be merit-rated, to ensure that we are getting efficient and wise leadership. Next,

the senior officials of the department should be rated by some formula to guarantee that the administrative level in the department is paid according to ability to produce. Following that, a procedure should be established to evaluate superintendents. Obviously, superintendents either assist or impede the educational process in the classroom and there is certainly a tremendous range in the capacity of superintendents. Then, last but not least, what about the school boards? While it is true they are unpaid, it is also true that their policies in regard to operations and personnel, together with innumerable other factors, affect the quality of instruction provided for the students. Since the education of the child is the final objective in an educational system, and since poor school board policy makes the job of the classroom teacher more difficult, perhaps there should also be a bonus paid to teachers for serving under adverse conditions fostered by some school boards.

Real reason behind merit rating

Let us be frank about it. Merit pay is merely another attempt to get education cheaply. It results in paying what is considered the poor teacher less, not the good teacher more. There is no truer adage than—"For next to nothing at all you can get next to no education at all."

What is the answer?

Obviously, there can be little upgrading of professional competence until there is selectivity of employment. As long as supposedly poor teachers can leave one division and be immediately employed in another division, the problem will remain. When the teaching profession can compete with other professions in its attractiveness; when we have proper academic standards; when there is an adequate supply of teachers, then and then only will we have a reasonable answer to the growing demand for a higher quality of instruction.

Discipline Means Growth

(Continued from Page 22)

culum. The aim of discipline is to learn proper growth and development toward desirable personalities. Discipline learned at school carries over into life after leaving school. The well-disciplined person is an asset to his family, his country, and to the world. This is true in times of war or peace, in individual and in group experiences. The person who learns to play the violin well has learned the lesson of good discipline. So, too, the person who has learned to respect people who work for him in government, in churches, and in civic administrations, is well-disciplined.

Self-discipline is achieved in pupils when they accept various types of controls and when such controls shift from an external to an internal authority. Pupils show definite signs of disciplinary growth when they are prepared to be responsible for their actions. To detect this sense of responsibility in a school or a system is to say that it is well-run, because the individuals in the group know how to work well and behave well in relation to the group and for the good of all.

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To the Editor:

The Board of Governors of the University of Alberta has adopted the policy that a small charge of \$2 be made for evaluating years of training for salary purposes.

Your support of this change of policy through editorial comment would be appreciated. The time and effort expended by our staff in making evaluations has been tremendous. Actually, we have had to put on an additional secretary to do the job more effectively. This year, for the first time, we have all evaluations up to date.

Yours sincerely
H. T. COUTTS
Dean
Faculty of Education
University of Alberta
Edmonton.

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Address all requests for evaluation of years of training for salary purposes to the

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Are They Cleaning Up the Comics?

(Continued from Page 12)

only when dealing with a younger person of their own sex. The comic book women are Amazonian, vicious, bloodthirsty and homosexually inclined. What a picture to present to the young of America (or to the young of any nation)!

The fact (that is, the comic book readers use it as if it were a fact) that these books are leisure time reading and therefore do not teach but amuse, must be refuted if we believe in the foundations of our educational system. Is it reasonable to believe that if reading-material from a textbook is learned, that reading-material from a comic book is **not learned**? It is utter nonsense to think that conditioning (the main prop of learning) will take place in one instance and not in the other. If this were the case, empirical learning by means of projects, visits to museums, factories, etc., would drop to an all-time low.

Comic-book publishers are gaining tremendous financial returns by perverting young minds. Even if no juvenile crimes followed the blueprints laid down in these books, it would still be despicable for professedly child-loving Americans to expose children to horrible and repulsive situations that, but for the comics, some of them might not meet in an entire lifetime.

The new "Comics Code"

The new "seal of approval" of the recently organized Comics Magazines Association of America should not lead us to relax our attention. The publishers are still flooding the market with vicious, pernicious, sex-obsessed, trivial, and violent material under the protection of their new "code". This publishers' combine has hired ex-magistrate Murphy, who never sat in a juvenile court, as their "censor". They have provided him with a \$41,500 a year salary and \$60,000 a year for "current expenses". This kind of money does not grow on trees. It comes out of the pockets of America's youth and the material they get in return

subverts their minds and destroys their innocence.

The comic book problem is a problem which must look for solution to all those who value the values of childhood and youth.

❖ ❖ ❖

We all recognize a good thing when we see it, if only because the fellow who saw it first usually holds it out so plainly.

—Oren Arnold

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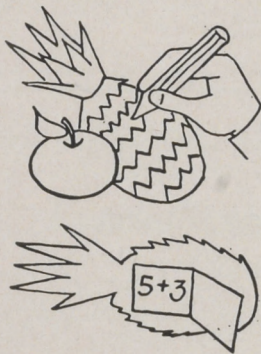
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Now choose up sides to play. As each child picks a fruit, he must read the problem on the back of each fruit and give the answer. If he cannot answer correctly and promptly, he must replace the fruit on the tree. The side collecting most fruit is the winner.

We hope this imaginative suggestion will prove helpful to you...and enjoyable to your pupils. In all your classroom projects, remember to use SARGENT Hexagon Crayons...the non-toxic, non-smudging, non-rolling crayons that give you 16% MORE CRAYON.



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The University of Alberta in conjunction with the Carnegie Corporation of New York announce two research fellowships, each of a value of \$2500, and a third of a value of \$1500, for graduate study in education at the University of Alberta.

The fellowships will be awarded on the basis of academic and professional achievement, and will be used to finance graduate study leading to the M.Ed. or Ph.D. degree.

Information concerning the programs for these degrees may be obtained from the director, School of Graduate Studies, or the University registrar.

Applications accompanied by transcripts of academic record and the names of three suitable references should be sent before March 15 to the dean, Faculty of Education, University of Alberta, Edmonton.

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Retired Teachers

Best wishes for many years of health and happiness are extended by the Alberta Teachers' Association to the following retired teachers.

These teachers, who have been granted retirement allowances during the year, have had 25 or more years' teaching service with their last employing school board.

Teaching service and pensionable service are not necessarily the same. Pensionable service is teaching service from the date of the thirtieth birthday only.

Name	Last employment	Years of service
*Carlton E. Blakeney	Killam S.D. 22	26.5
Minnie Myrtle Bryson	Calgary S.D. 19	28
John Reginald Fuller	Calgary S.D. 19	35.6
Mary Edna Gillies	Calgary S.D. 19	41
Glenella Hardy	Lethbridge S.D. 51	44.4
Alonzo John Heywood	Edmonton S.D. 7	25
Karl Everett Kirkwood	Edmonton S.D. 7	27
John Laurie	Calgary S.D. 19	27
Katherine Campbell Martin	Calgary S.D. 19	35.3
Florence Margaret Milligan	Calgary S.D. 19	37
Laure Mary Moret	Edmonton Sep. S.D. 7	44
Margaret Mabelle Powell	Calgary S.D. 19	27
Charles Robertson Sinclair	Calgary S.D. 19	39.6
Kenneth Smith	Edmonton S.D. 7	34
Clara Lois Tyner	Edmonton S.D. 7	38

*We regret to report that Mr. Blakeney died on February 21, 1956.

*The Edmonton Public School
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Hospitalized Teachers

Edmonton and Calgary teachers have announced that they are willing to try to visit teachers who are in hospitals in their respective cities.

The Edmonton and Calgary Locals had been contacted by their district representatives on behalf of the Executive Council, which had been approached by persons interested in brightening the long days of teachers from outside points who were confined for long periods in city hospitals.

The city locals have requested that teachers or local associations should contact the following local officials, if they wish to have a teacher-friend visited by the city hospital visiting committees: Miss Doris Brown, 1635 - 19 Street N.W., Calgary, or Miss Pat George, 10850 - 84 Avenue, Edmonton.

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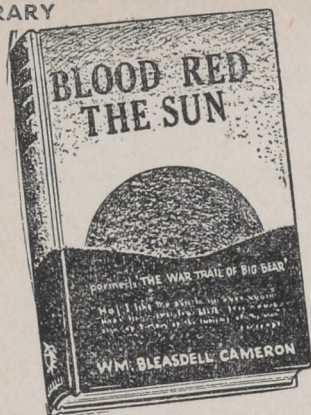
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Roots of Mental Disorder

(Continued from Page 13)

name comes to mind first. Suppose a two-year-old, his mother's darling, pampered, petted, the centre of all attention, his every wish gratified, a little tyrant, is suddenly confronted with a rival, a new baby. In a twinkling his world tumbles about his ears. The tyrant is dethroned, abandoned, he thinks, for a usurper. Can one think of more fertile ground for jealousy, rage, hatred, and impulses to destruction? These passions he may, under compulsion, learn to mask with a smiling acceptance of his diminished role, but they never disappear. They are woven into his personality as worm-eaten timbers may go into the foundations of a building.

He grows into manhood. Whatever the qualities of his constitution and of his early training, he must now face the stresses of the adult. No fertile imagination is required to conjure up problems: competition, rivalry, public appraisal, courtship, marriage, vocation, war service—for months and years. How much stress will his background allow him to stand? How much stress can any of us stand?

NEWS from our Locals

Athabasca Sublocal

There was a good attendance at the October 31 sublocal meeting held in the Edwin Parr Composite School. An interesting and enjoyable report on the 1956 Banff Conference was given by Jean Young.

Barrhead Local

Local officers elected at the fall convention meeting are: Ken Monson, president; W. B. L. Jenken, vice-president; and V. C. Martin, secretary-treasurer. On the program committee are Mrs. M. MacGregor and Mrs. J. V. O'Brien; members of the salary policy committee are: Miss E. Olthius, Mrs. V. Nicol, Mrs. E. Williams, R. Nadeau, and W. Wrystiuk; and A. Piard and Mr. Wrystiuk are on the convention committee. Councillors are Mrs. MacGregor and Mr. Nadeau, and Mrs. A. Montonati is press correspondent.

Beverly Sublocal

Members of the teaching staff of the newly formed Ste. Bernadette Separate School met on October 31 with teachers of the sublocal at the Beacon Heights School. The executive for the year was elected: P. B. Lawton, president; Mrs. MacNamee and N. Marchak, first and second vice-president, respectively; Mrs. W. Wetter, secretary; Mrs. H. Wetter, treasurer; William Nikolaichuk, councillor; and Mrs. Doris C. Haynes, public relations officer. J. Patrick is AGM representative and salary negotiating committee member, and Mrs. M. Hyduk is convention representative.

Bonnyville Sublocal

The following officials were elected at the November 6 meeting of the sublocal:

J. A. N. Marcotte, president; A. Jorgensen, vice-president; and Mildred Balla, secretary-treasurer. Members of the program committee are: Sister Simon-Hermann, Mrs. G. Brand, Hugette Hetu, and Florence Netter. Mr. Jorgensen is also councillor.

Calgary Rural Sublocal

A program for the year, which will include the topics: extra-curricular activities, cumulative record cards, track meet, and salary schedule—was decided upon at the October 25 sublocal meeting. The members enjoyed a talk by Mrs. Micklethwaite on the making and use of bells through the ages. Regular meetings are held on the fourth Thursday of each month.

Calgary Rural Local

Officers for the current school term were elected at the October meeting. The new president is Floyd Lutic; vice-president is Ken Seale; and H. H. Mumby was re-elected as secretary-treasurer. A salary schedule was drawn up at a meeting of the salary policy committee on October 17. The fall convention meeting on November 2 was attended by a representative from Medical Services Incorporated, and the report of the salary policy committee was discussed.

Camrose North Sublocal

At the sublocal meeting on October 19, topics for future programs were discussed. Suggestions included the idea that each principal devote one staff meeting to Association matters. It was decided to request a copy of *The Public Service Pension Act* for study in relation to the teachers' pension scheme.

Camrose South Sublocal

Sublocal members elected a slate of officers for the current school term at the first meeting on November 13. The new officers are: Roy Wadson, president; Eldon Olstad, vice-president; and Mrs. Cora Shultz, secretary-treasurer. Chester Saby is councillor, with Clarence Erickson as alternate; and Janette Wattie is

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press correspondent. Frank Featherstone heads the policy committee, and Mr. Erickson the bonspiel committee. The topics of extension of cultural activities in the schools and supervision of school bus loading were discussed.

Crow's Nest Pass Local

The winner of the local's annual scholarship was Mary Hvizdos of Bellevue. The award of \$100 is made to the Crow's Nest Pass student in Grade XII with the highest matriculation standing, who is entering a career in teaching. Mary, the daughter of Mr. and Mrs. Tom Hvizdos of Bellevue, obtained her schooling in Bellevue-Hillcrest Schools. She has always been an excellent student, and achieved an average of 81.3 percent in the six Grade XII subjects. Mary is now attending the Faculty of Education in Calgary.

Dickson-Markerville Sublocal

The sublocal's third meeting of the current school year was held at the home of Mr. and Mrs. W. J. Mewha on November 1. Officers elected are: Eleanor Pederson, president; Mrs. Kay Johnson, vice-president; and Margaret Armitstedt, secretary. Mrs. Evelyn Johannson and Mr. Mewha were named as councillors; Mrs. P. Johannson is press correspondent; and W. R. Sloan is representative to the salary negotiating committee. Sublocal meetings are held on the first Thursday of each month. Congratulations are extended to Mr. Mewha, who is principal of Markerville School, on being granted his B.Ed. degree.

Edmonton Elementary Local

Five resource units prepared by teachers in the local have been bought by the Department of Education. After revision they will be made available to other Alberta teachers at or below cost. These Division II resource units are: Egypt, Unveiling the Globe, Conservation of Our Resources, Westward Movement, and Mexico. Under the chairmanship of Jim Reid, the Education Policy Committee plans to revise Division II resource units and to study a revised language program.

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Nick Leskiw, chairman of resource unit revision, plans a workshop to start in January. Bob Armstrong is chairman of the language committee. Other projects include revision of the physical education bulletin for Division II, preparation of enterprise record and evaluation forms, designing of a suitable plan book for use in elementary grades, and an analysis of promotion practices in Division II.

The Elementary Athletic Association is not preparing schedules for inter-school sports this year. Emphasis is being placed on leagues within each school.

Frank Loewen, president of the Edmonton Junior High Local, succeeds Bill Bevington as president of the Joint Executive. Other members of this inter-local liaison committee are: Marion Staples, Jim Moseley, and Ada Lent of the Edmonton High School Local; Frank Edwards and Warren Bailey of the Edmonton Junior High Local; and Phil Cox, Glenda Adams, and Art Yates of the Edmonton Elementary Local. Vice-president

is Miss Lent; and Mr. Cox is secretary-treasurer.

Foothills Local

The local held a supper meeting in Okotoks recently, at which the following officers were elected: Jack Ellis, president; Tom Sugden, vice-president; Mrs. E. Ritchie, secretary-treasurer; Stan Kretz and Ted Schmidt, councillors; and Mrs. Mary P. Palmer and Mrs. G. Joyce McPheeters, convention representatives. Eight members were named to the salary policy committee.

Fort Saskatchewan Sublocal

G. Orlick was elected president at the sublocal's organization meeting in October. Other officers are: Mrs. I. Pederson, vice-president; Mrs. J. Templeton, secretary-treasurer; and Mrs. M. Franke, press correspondent. Members of the program committee are Mrs. E. Colpitts and Cornelia Czeasy, and of the social committee, Mrs. Franke and Mrs. V. Stenbeck.

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Grande Prairie Local

The local executive was elected at the fall convention meeting in October. Officers are: R. Gouchey, president; Kathryn Quinn, vice-president; Mrs. A. Dixon, secretary-treasurer; and G. Lett and W. Wiebe, councillors. Past president is Mrs. J. O'Brien. Members for the convention committee were appointed at an executive meeting held recently in Beaverlodge; the convention group will meet in Spirit River soon to plan for the 1957 East Smoky-Grande Prairie Convention.

Grande Prairie Sublocal

Executive members for the sublocal for the new term include: E. Meen, president; Mrs. J. Murphy, vice-president; Mrs. E. Worthington, secretary-treasurer; and Kathryn Quinn, press correspondent.

Hayter-Provost Sublocal

The November meeting of the sublocal, held at Bodo, was attended by 23 teachers. The guest speaker was Archie Muir

who discussed sports and stressed the teacher's role in sports activities.

Lac la Biche Local

A new executive was elected at the local's October meeting. Officers for the coming year are: F. McMillan, president; H. Senetza, vice-president; and Sister A. Blais, secretary-treasurer. Honorary president is G. Filipchuk. Mrs. J. Cunningham and P. Piquette are councillors. Other members were elected to salary policy, public relations, and track meet and sports committees.

Leduc Sublocal

Mrs. B. Clink was elected president at the sublocal's second meeting of the year. Other officers are: P. Evanechko, vice-president; Mrs. W. Boytzun, secretary-treasurer; Mabel Geary, local representative; A. Sklarenko, councillor; and Freda Steinbach, press correspondent. It was decided to publicize sublocal pins, to be awarded annually to the two top students, with honours averages, in

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Lindsay Thurber Composite High School Sublocal

The sublocal has held two successful meetings this term. On September 26, to pay tribute to D. J. "Wes" Oke, a beloved fellow-teacher who passed away on May 26, D. C. Dandell, on behalf of the teaching staff, unveiled a memorial plaque in the library. R. L. Whitney made an appropriate address. The new executive took over their duties at this meeting: C. Merta, president; R. L. Whitney, vice-president; E. Bruder, secretary-treasurer; C. Campbell, public relations chairman; Mrs. I. Rowat, welfare convener, and Lila Engberg, social convener.

At the October 31 meeting, Mrs. E. M. Metz gave an account of the publications course at the 1956 Banff Conference. She demonstrated methods of preparing copy and stressed human interest characteristics in reports of organization doings. Members were urged to make suggestions for an educational project which the sublocal might undertake.

Mundare Sublocal

At the November meeting, members of the sublocal heard a talk by Eric G. Hale concerning the Leadership Course for Principals. Mr. Hale gave a brief resume of the discussions that took place and then answered questions. The teachers were interested in Mr. Hale's comments about the homogeneous and heterogeneous groupings of pupils in large education centres and it was decided to invite the divisional superintendent to discuss this subject further at the December meeting.

On the lighter side, a social time was arranged following the business meeting, at which husbands and wives enjoyed a game of volleyball between the men and the women. The latter outnumbered the men by a large margin, and this may have tended to disorganize them, for the men were unable to keep a tally on the final score! The members decided to ac-

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cept a challenge from the staff of the Andrew School for volleyball games between men and women staff members. To encourage increased attendance at meetings, a program committee representative of each division of the school was formed. Members of the committee are: Anne Kostiuk, Fred Alexandriuk, Gwen Polomark, and Mrs. Sonia W. Allore.

Seba Beach-Entwistle Sublocal

Sublocal officers were elected at the first meeting on November 1. They are: Mrs. Jean McCall, president; J. B. Gray, vice-president; Nick M. Kowalchuk, secretary-treasurer; and Mrs. McCall, councillor. Mrs. M. F. Harris, Stony Plain Local delegate to the 1956 Banff Conference, is to be guest speaker at the December meeting.

Taber Local

The \$100 scholarship established two years ago by the local, to be awarded annually to the student who has the highest average in Grade XII examinations and who is proceeding to university, was won this year by Terry McMahon of the Hays District. Terry attended school at Vauxhall. The scholarship was presented by President H. B. Myers at a function held in Vauxhall on September 21.

Tofield Sublocal

R. Harris, delegate from the Holden Local to the 1956 Banff Conference, addressed the sublocal meeting on November 7. Particular attention was given to

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the topics of: curriculum building and the place of the teacher in the curriculum program, the use of achievement tests, public relations and the school, and the improvement of local meetings.

Vulcan Local

A dinner meeting of the local on November 1 was attended by 73 teachers. Three guests—Dr. F. Tyler of the University of California, Eric C. Ansley, general secretary of the Alberta Teachers' Association, and Ralph McCall, district representative — were introduced by the president. It was reported that the solicitor for the County of Vulcan had stated that the county liability insurance policy is adequate for teacher protection. Since there is a difference of opinion between the county solicitor and the ATA solicitor, Mr. Ansley suggested that the solicitors should be asked to discuss the matter with each other. The work of the Alberta Advisory Committee on Educational Research was outlined by Mr. Ansley, who suggested that the local might wish to make a donation for research work. A report on the 1956 Banff Conference was given by Marjorie Reath. Mr. McCall said that he planned to send copies of his regular newsletter to all principals for distribution to teachers.

The slate of officers drawn up by the nominating committee was approved. The executive committee includes: Bruce Palk, president; Fred Cartwright, vice-president; Ruth Hanna, secretary-treasurer; F. Burchak, convention representative; E. Miklos, press representative; Marion MacKay and Mrs. M. L. Todd, councillors, with Mrs. H. Whittle as alternate; and Al Psikla, conference committee chairman.

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Convocation, November, 1956

(Continued from Page 26)

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Secretary's Diary

Labour Management Conference, October 31, November 1 and 2

Representatives of industry, management, and labour meet every three years with the Hon. Ray Reiersen and the senior officials of his department, J. E. Oberholtzer, H. E. Bendickson, K. A. Pugh, H. C. French, and F. Cope, to consider amendments to *The Alberta Labour Act*. H. J. M. Ross, P. M. Owen, F. J. C. Seymour, and I represented the Alberta Teachers' Association when the Act was reviewed this year.

Alberta School Trustees' Association Convention, November 6, 7, 8

President H. J. M. Ross extended fraternal greetings, on behalf of the Alberta Teachers' Association, to the trustees. Mr. Seymour and I also attended most of the convention sessions. If you wish to compare Alberta Teachers' Association policies with Alberta School Trustees' Association policies, following is a brief summary of some of the main policies of the two organizations as expressed through resolutions and debate.

ATA policies

- Every teacher to have a bachelor's degree
- The right of teachers to appeal in cases of dismissal and transfer
- Adequate professional salaries negotiated through regulations of *The Alberta Labour Act*
- Adequate pensions for teachers

ASTA policies

- The six-weeks' course to be continued until all schools are staffed
- The board to have full authority to hire, fire, and transfer teachers at its sole discretion
- A provincial salary schedule, prohibition of strikes, compulsory awards, and 'merit' pay
- Complete silence

Now I am not suggesting that all trustees approve of these Alberta School Trustees' Association policies. But they do have the support of the majority and of the executive. At the conventions I have attended the few progressive trustees who dare to speak against such ASTA policies and who argue in support of better qualifications, better salaries, collective bargaining, and reasonable security of tenure, are jeered. I am beginning to wonder if the thinking of the Alberta School Trustees' Association has become so well-known in Alberta that it has an adverse effect on teacher recruitment and retention. One way to find out if this is so would be to have the Education Undergraduate Society in the Faculty of Education and our university clubs in the large city high schools send observers to the ASTA convention next year.

To me, many of the resolutions and the discussions at the Alberta School Trustees' Association Convention are about 50 years behind the

times. This situation is too feudal and paternal to be acceptable to the Alberta Teachers' Association. Perhaps, teachers, at career nights, should read and comment on Alberta School Trustees' Association resolutions about qualifications, dismissals, transfers, and salaries. Prospective teachers are entitled to know something about their future employers.

Secretaries' Conference, Montreal, November 20 and 21

This meeting was held just before the Grey Cup Game, but in Montreal, which was the wish of the majority of the secretaries, believe it or not. You may be certain that it wasn't my fault the meeting was not held in Toronto! However, I stayed over in the East to see the game. It really wasn't much of a contest, with Edmonton winning the Grey Cup for the third year in a row, defeating Montreal by a score of 50-27. According to the papers, the coach of the Montreal Alouettes thought the game was a "nightmare".

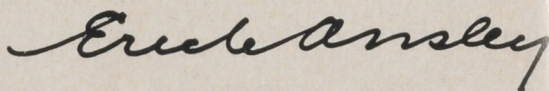
Somebody at the Secretaries' Conference said that the old half-truth "teachers are born and not made" should be "teachers are born and not paid".

General Curriculum Committee

The Alberta Teachers' Association representatives on this committee are G. S. Grant, T. H. Murray, H. J. M. Ross, and myself.

The committee has prepared some excellent newsletters that do not seem to be getting as much publicity as they should. Does your school get a copy of all newsletters prepared by the General Curriculum Committee? Does your home and school association make any use of these newsletters?

A Merry Christmas and a Happy New Year to all teachers, all trustees, and other readers of *The ATA Magazine*.



Voters' List

ELECTIONS, EXECUTIVE COUNCIL ALBERTA TEACHERS' ASSOCIATION

An alphabetical list of the members of the Alberta Teachers' Association, as registered on January 31, 1957, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify head office immediately. **Be sure to check the voters' list when published for your name.**



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